



Pownall Hall School

Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential.

The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self-discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.

F 1b PSHE Policy

This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises. Please see section 2 for EYFS.

This policy complies with government legislation and is regularly updated in accordance with current guidance and the ISI Regulatory Standards for Independent Schools (0918). Copies are on the school's website and are available to parents and prospective parents on request.

1. Introduction

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible members of society.

Pownall Hall is a friendly school where each pupil is valued for their own unique talents and character. We hope to instil in children the importance of respect for others and for self, responsibility for our own actions and for friends, family, school and the wider community. We have no tolerance for bullying of any kind.

The school communicates values and attitudes through the teaching of the general subject curriculum, through the input of Form Teachers and the staff in general, through school assemblies and the positive behaviour management / house system. There are close links between the RE and PSHE curriculum. The school's ethos is that hard work and effort should be rewarded and that children thrive on encouragement.

At Pownall Hall School, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of their school and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Our values are broadly Christian in nature, however, due respect is encouraged towards the beliefs and opinions of others. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out their rights, responsibilities and duties as individuals and members of communities.

The pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2. The Teaching of PSHE

At Pownall Hall we have a whole school, cross-curricular approach to the teaching of PSHE and it is taught as a separate subject in KS2. Integrated into the PSHE policy is a policy for Sex and Relationship Education which is delivered mainly within the Science Department.

In the EYFS, the recommendations are covered through the PSED strand of the curriculum. In KS1, a cross-curricular approach is adopted, with elements of PSHE being covered throughout the curriculum, as appropriate. At KS2, there is a scheme of work for the teaching of the subject in one allocated PSHE lesson a week. Elements of the PSHE curriculum can be easily identified in other subjects, in addition to the Pownall + themed week topics which often have a PSHE focus. There is also a crossover with RE and these subjects are often taught together to reinforce the themes in both.

Additional aspects of PSHE are catered for within the pastoral care provided by the school; these are evident in the discipline and House system, assemblies, the general ethos of the school, expectations of pupil behaviour and the attitude of the staff. The pupils are encouraged to feel part of the school community, to take responsibility for their own actions and to take an interest in being part of a caring,

happy school. Pupils in Form 6 take responsibility for the running and organisation of the School Council, supported and guided by a member of teaching staff.

At Pownall Hall School we encourage children to:

- Respect other people's property, opinions, abilities and religious beliefs
- Give of our best in everything we do
- Concentrate on the positive and do not make negative comments about a person's weight, height, intelligence, ability, religious beliefs
- Work with our teachers to make sure that Pownall Hall School is a friendly, safe and happy school, by obeying simple rules and by helping each other
- Not tolerate aggressive or abusive behaviour and bullying, whether it be physical, mental or verbal
- Respect our community and the environment

2.1 Key Stage 1

During KS1, pupils start to learn how to take their place as members of the school and the wider community and start to take an active role as citizens. They learn about themselves developing as individuals, building upon their own experiences.

They learn simple rules and skills for keeping themselves healthy, safe and well-behaved. They have the opportunity to take some responsibility for themselves and their environment. They begin to learn their feelings, views, needs, rights and about those of others.

As members of a class and the school community, they learn social skills such as: sharing, taking turns, playing, helping others, resolving simple arguments and resisting bullying.

By the end of KS1 pupils at Pownall should be growing in confidence about their own potential and abilities. They should be ready to move into KS2 with a clearer idea of their place within the school, equipped with basic PSHE knowledge to assist them in getting the most out of school life.

2.2 Key Stage 2

During Key Stage 2, children undergo huge changes; physically, emotionally, socially, intellectually and spiritually. It is the school's duty to ensure that during this time of great change that the children receive adequate support at all levels.

From Form 3 onwards, pupils are increasingly taught by subject specialists and they receive one PSHE lesson per week.

English and Drama play a very important role in looking at moral issues, enabling pupils to discuss, act out and express difficult situations and suggest possible ways of dealing with them.

RE deals with a huge range of issues and enables pupils to gain even more experience in discussing and 'working through' difficult moral, social and spiritual dilemmas.

Science plays a key role in delivering the Sex and Relationship Education element of the PSHE curriculum and it ensures that all children:

- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support

- are prepared for puberty

Other subjects such as Geography, History and ICT, all have a contribution to make at this level. PE also assists in exploring physical developments.

The curriculum for the formal teaching of PSHE lessons is split into 3 key areas that are taught over the academic year and encompass all of the objectives recommended by the PSHE programme of study 2019. The 3 key areas are 'health and well-being', 'Relationships' and 'Living in the Wider World'.

website which is an SMSC programme (Spiritual, Moral, Social and Cultural) for Primary schools. In addition, pupils are given the opportunity to work on projects during PSHE lessons, whereby pupils will plan, develop and implement ideas and strategies to make a positive difference to the world and solve current environmental and humanitarian issues.

The coverage of the topics in this scheme of work is shown in the Long and Medium Term planning for PSHE.

3. Sex and Relationship Education

Sex and relationship education at Pownall Hall is complementary and supportive to the role of parents. It is tailored to the age and the physical and emotional maturity of the children. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It is firmly rooted within the PSHE framework and the school curriculum.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood into adolescence.

Learning about sex and relationships gives children an insight into physical, moral and emotional development, it underlines the importance of marriage for family life, stable loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health; it is not about the teaching of sexual orientation or sexual activity.

Sex and relationship education will be provided specifically within Science lessons in Years 5 and 6. Before this time, elements of sex and relationship education are covered within the remit of the PSHE curriculum. In the early years, education about relationships needs to focus on friendship, bullying and the building of self esteem.

Parents will be informed of the Sex and Relationship Education policy and it should have regard for parents' views, when expressed. Parents have the right to withdraw their children from such lessons. Parents will be informed by letter prior to their children receiving any sex and relationship education.

3.1 The Teaching of Sex and Relationship Education

Before moving to secondary school children will receive teaching about:

- Changes in the body relating to puberty, such as periods and voice breaking
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these
- How a baby is conceived and born

At the end of their time at Pownall pupils will:

- have developed confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty

Within the context of relationships children should be taught about the nature of marriage and its importance for family life and for bringing up children.

Sex and relationship education aims to provide pupils with:

- facts presented in an objective, balanced and sensitive manner, due consideration being given to any particular religious or cultural factors and parental wishes
- an atmosphere where questions can be asked and answered openly and without embarrassment
- an acceptable vocabulary, where parts of the body are given their proper names
- a foundation for further work at secondary school
- an understanding that the children have rights over their own bodies
- strategies to keep safe
- a challenge to stereotypes and to explore gender issues (links to PSHE)
- an increase in their confidence and self esteem

The science curriculum requires that a certain amount of information concerning human reproduction should be taught to the older KS2 pupils. This will be taught by the Science teacher and will involve the showing of videos as well as discussion lessons.

In Year 5 there is a talk, for girls only, about personal hygiene. In Year 6 there are videos on 'Living and Growing' and talks for Years 6 boys and girls on sex education.

3.2 'Ground Rules'

The following ground rules will help the teacher produce a safe environment where everyone involved will be protected from embarrassment / unintended / unexpected questions. Other rules can be agreed between pupils and teacher as required.

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in the discussion
- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. Role play can be used to help pupils 'act out' situations.

3.3 Working with Parents

Parents will often have given initial sex and relationship education to their children; however, they may find it difficult to talk to their children about some issues. Parents are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family

- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings

Parents need support in:

- helping their children learn the right names for parts of the body
- talking with their children about their feelings and relationships
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

4. Related Policies

Pownall Hall School’s Anti-bullying and Child Protection policies are also related closely to our provision for PSHE and Sex / Relationship Education.

5. Monitoring and review

This policy will be monitored by the Head of Pastoral Care and SLT, it will be reviewed at least every two years.

This updated policy presented to Governors for their approval – November 2019

Approved:

Mrs. Eileen MacAulay, Chair of Governors

Date: November 2019

Review date: November 2020

A copy of this Policy is available to Parents on request and is on the school’s website.

Updates are in accordance with the DFE statutory guidance for Personal, Social, Health and Economic education 06/2019

Date	Version No.	Approved By:	Brief Summary of Amendments:
Dec 2009	V1		
Dec 2010	V2		
Sept 2011	V3		
Nov 2012	V4		
Nov 2013	V5		
Nov 2014	V6		

Nov 2015	V7		
Nov 2016	V8		
Nov 2017	V9		In line with current legislation
Nov 2018	V10	EM	Updates are in accordance with the DFE statutory guidance for Personal, Social, Health and Economic education 08/2013
Nov 2019	V11	EM	Updates are in accordance with the DFE statutory guidance for Personal, Social, Health and Economic education 06/2019. Amendments made to include new PSHE scheme of work and planning.